

3rd Grade Job Alike

Learner Engagement

Welcome!

- Purpose
 - Describe qualities of learner engagement
 - Explore learner engagement strategies
- Introductions
 - Name
 - District
 - How many years you have been a teacher
 - One highlight from 1st Semester

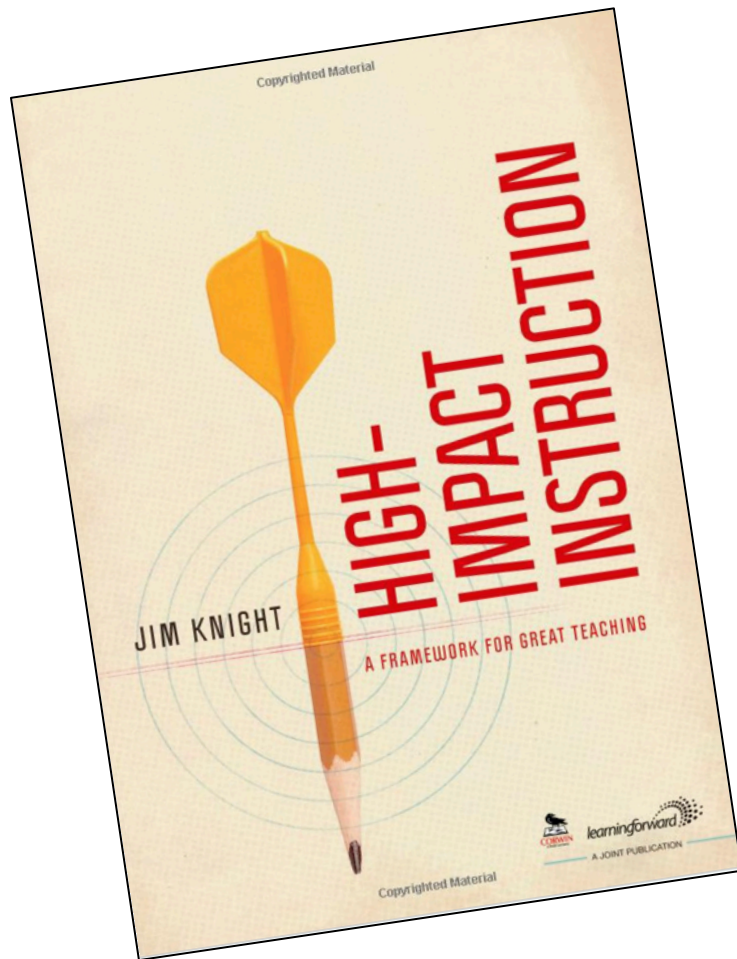
Norms

- We will stay fully engaged throughout our session.
- Misery is optional.
- What is said here stays here; what is learned here leaves here.

Audri's Rube Goldberg Monster Trap



High Impact Instruction



Engagement occurs when students...

- *Attend to the tasks* they are engaged in
- *Are committed to the tasks*—whether or not there are extrinsic rewards
- *Persist in completing the task* even when the work gets difficult and
- *Find meaning and value in the tasks* that are involved in the work.
 - Phil Schlechty, *Engaging Students* (2011)

Engage-ometer Strategy

- <http://www.corwin.com/highimpactinstruction/videos/v12.2.htm>

High Impact Instructional Strategies

- **Thinking prompts**; that is, provocative devices such as video clips, works of art, or newspaper clippings that are rich in dialogue.
- **Effective questions** that reinforce and intensify different kinds of learning.
- **Stories teachers** can tell to clarify and reinforce student learning.

High Impact Instructional Strategies

- **Cooperative learning** where students mediate their learning rather than being directed by the teacher.
- **Authentic teaching**—activities that are relevant and meaningful for students.

High Impact Instructional Strategies

- Thinking prompts
- Stories
- Authentic learning

Thinking Prompts

- Thinking is where intelligent actions begin. We pause long enough to look more carefully at a situation, to see more of its character, to think about why it's happening, to notice how it's affecting us and others.
 - Margaret Wheatley

What are Thinking Prompts?

- Any device a teacher puts in front of students to prompt thinking, discussion, and dialogue.
 - Video clips
 - Newspaper articles or columns
 - Cartoons
 - Photographs
 - Problems
 - Works of art
 - Artifacts

Why use Thinking Prompts?

- Promote dialogue
- Help students make connections
- Provide background knowledge
- Engage students

Attributes of Effective Thinking Prompts

- Provocative
- Complex
- Personally relevant
- Positive
- Concise

Thinking Prompts: Maurice Cheeks & Natalie Gilbert



Stories

- If stories come to you, care for them. And learn to give them away where they are needed. Sometimes a person needs a story more than food to stay alive. That is why we put these stories in each other's memory. This is how people care for themselves.
 - Barry Lopez

Why Use Stories?

- We often discuss curriculum, formative assessment, content knowledge, and precise modeling when identifying effective teaching practices.
- However, stories deserve their place on the list of effective practices. Stories are an effective mode of communication. Teachers that used stories effectively have probably left their mark on you.

Purposes of Stories

- Anchoring new knowledge
- Building prior knowledge
- Prompting thinking and dialogue
- Generating interest
- Inspiring hope
- Offering new perspectives
- Describing epiphanies
- Building community

Stories:

Jim Knight and Ryan Berget

- [http://www.corwin.com/
highimpactinstruction/videos/v7.3.htm](http://www.corwin.com/highimpactinstruction/videos/v7.3.htm)

Authentic Learning

- Authentic learning is student work that is “real, actual, genuine” in all the aspects experienced by students.
- Authentic learning addresses a real issue.
 - Students who are fixing their teacher’s computers are clearly working on an important real-life concern.
 - However, students who are memorizing computer terms simply to pass a test, and who will forget those terms a week after the test, are engaged in learning that is far from real.

Why should students do authentic learning?

- Meaningful
- Personally relevant
- Motivation
- Engagement
- Learning
- Empowerment

Authentic Learning: Miss Gray's Language Arts class

- [http://www.corwin.com/
highimpactinstruction/videos/v9.3.htm](http://www.corwin.com/highimpactinstruction/videos/v9.3.htm)

Wrap Up

- Engagement Strategy shared at beginning of session
 - Thinking Prompt, Stories or Authentic Learning
- Reflect: Today's Outcomes and Norms
 - What did we do today that kept you engaged?
- Exit Ticket